



NPTEL ONLINE CERTIFICATION COURSES

TRAINING AND DEVELOPMENT

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Module : 4

Lecture 16: Concept, Types and Importance of Learning

TRAINING AND DEVELOPMENT

This lecture session will discuss on the concept, types and importance of learning.

Defining the Learning

It is important to clarify what we are referring to when we talk about learning. Educational researchers agree that learning is much deeper than memorization and information recall. Learning in depth involves-

- Understanding
- Relating with ideas
- Making connections between prior and new knowledge, Linking independent and critical thinking and
- Ability to transfer knowledge to new and different contexts.



Defining Learning

Learning is not something done to students/learners, but rather something students/learners themselves do. It is the direct result of how students/learners interpret and respond to their experiences.

Learning is “A process that leads to change, which occurs as a result of experience and increases the potential for improved performance and future learning” (Ambrose et al, 2010)



Different Types of Learning

There are four types of learning

- Visual learning by watching and attention
- Auditory learning by listening and speaking
- Haptic learning by touching and feeling
- Linguistic Learning by reading and writing



Different Types of Learning

➤ Visual learning by watching and attention

In this type of learning, learner observes things. They connect well with images, pictures, objects, and other visual aids. This helps them to retain things better.

The trainer generally, use animations, demonstrations, and likewise to ensure effective learning for these types of learning in training.



Different Types of Learning

➤ Auditory learning by listening and speaking

These types of learnings are vocal and often, learners are not shy to express themselves. Learners love to listen to lectures & they participate in discussions and debates to understand the concept in a better manner.

It is hard to get these types of learners to stop talking and that's why you, trainers always try to make them involve in the class using questions and answers, seminars, etc.



Different Types of Learning

➤ Haptic learning by touching and feeling

Learners in this type of learning learn through experiencing or doing things. They like to get involved by acting out events or using their hands to touch and handle in order to understand concepts.

These types of learners might struggle to sit still and often excel at sports or like to dance. They may need to take more frequent breaks while attending the training.



Different Types of Learning

➤ Linguistic Learning by reading and writing

In this type of learning, learners prefer to learn through written words. While there is some overlap with visual learning, these types of learners are drawn to expression through writing, reading articles or books, writing in diaries, looking up words in the dictionary and searching the internet for just about everything.



Importance of Learning

Learning is a continuous process that encourages acquiring competencies, knowledge, and skills to develop future opportunity.

The learning is important in our life because of the followings:

- ❖ **It helps to generate income and status**
- ❖ **Helps to get access to new opportunity**
- ❖ **Develops self confidence**
- ❖ **Helps to achieve goals**
- ❖ **Learning makes people happy**
- ❖ **Helps for professional development**
- ❖ **Promotes leadership quality**



Importance of Learning

It helps to generate income and status:

The learners are motivated because it is a sure way to grow individual's income and status and improve the standard of life. It is learning that helps to acquire knowledge and skill of individual that can enhance his/her potential in the job so as to enhance the social status.



Importance of Learning

Helps to get access to new opportunity:

The importance of learning is that it gives an individual a chance to take part in new experiences that will lead to new opportunities.

Learning is a fundamental skill that helps to strengthen individual's inner well-being in this life. Human behavior and outlook require learning as we grow older.



Importance of Learning



Develops self confidence:

The importance of learning is that it helps in building self-confidence. When an individual has the desire to learn, he makes progress, and this leads to further connections.

The learner can meet his emotional and mental needs through the knowledge he has gained. He is at that point in life when his mind is receptive to the know-how and ready to adjust so that he can gain maximum benefit from it.



Importance of Learning

Helps to achieve goals:

The importance of learning is that it helps the individual to acquire the necessary skills through learning and knowledge so that he/she can achieve his set goals.

An important fact about learning is that it is a means to improve knowledge and gain skills that will help in reaching specific goals of individuals



Importance of Learning

Helps for professional development:

The importance of learning is that it provides a sure pathway that can help a person to be better at what he is doing so that it can lead to professional development.

A rewarding day boosts personal satisfaction, gives broader experience to gain transferrable skills, leads to faster promotion, provides job satisfaction.

All these ultimately result in professional development.



Importance of Learning

Promotes leadership quality:

Learning keeps an individual motivated, and his confidence and self-reliance are the reasons why he can improve his communication skills. Hiring and delegating are both now easy tasks for him.

It is a fact that people are mostly followers, and if they find someone strong enough to lead, then they will follow him unconditionally.



Learning outcomes

Understanding learning outcomes is important as they influence the characteristics of the training environment that are necessary for learning.

Type of Learning Outcome	Description of Capability	Example
Verbal information	State, tell or describe previously stored information	State three reasons for following company safety procedures
Intellectual skills	Apply generalizable concepts and rules to solve problems and generate novel products	Design and code a compute program that meets customer requirements.
Motor skills	Execute a physical action with precision and timing	Shoot a gun and consistently hit a small moving target



Learning outcomes (continued)

Type of Learning Outcome	Description of Capability	Example
Attitudes	Choose a personal course of action	Choose to respond to all incoming mail within 24 hours
Cognitive strategies	Manage one's own thinking and learning processes	Use three different strategies selectively to diagnose engine malfunctions

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CONCLUSION

This part of lecture session has given clear picture on the concept, importance and types of learning and learning outcome, with an aim to make aware all learners about it and enhance their level of thinking and perception on all these aspects of learning.





**THANK
YOU !**



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TRAINING AND DEVELOPMENT

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Module : 4

Lecture : 17 Learning Theories

TRAINING AND DEVELOPMENT

In this lecture session will discuss on various learning theories.

Introduction

Learning theories are a set of principles that explain how best a trainee or learner can acquire, retain and recall new information, skills and knowledge during learning.

Cognitive, emotional, and environmental influences, as well as prior experience, all play a part in how understanding, or a world view, is acquired or changed and knowledge and skills retained.



Learning Theories

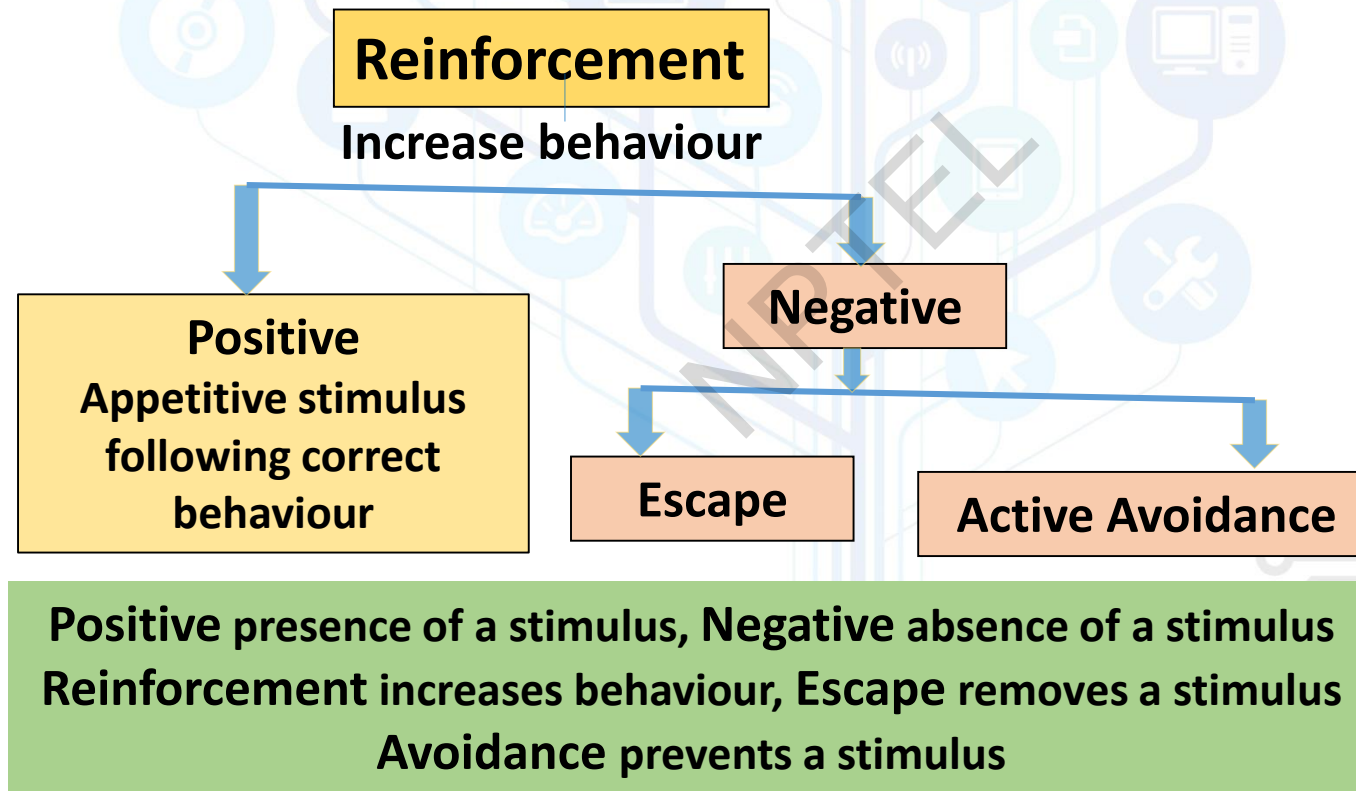
Some important learning theories as noted below will be discussed in this lecture session:

- Reinforcement Theory
- Social Learning Theory
- Goal Setting Theory
- Need Theories
- Expectancy Theory
- Adult Learning Theory



Learning Theories

Reinforcement Theory



Learning Theories

Reinforcement Theory

- Reinforcement can be affected by various factors, including the following:
- Satiation: the degree of need. If an employee is quite wealthy, for example, it may not be particularly reinforcing (or motivating) to offer a bonus.
- Immediacy: the time elapsed between the desired behavior and the reinforcement. The shorter the time between the two, the more likely it is that the employee will correlate the reinforcement with the behavior.
- Size: the magnitude of a reward or punishment can have a big effect on the degree of response.



Learning Theories

➤ Social Learning Theory

The basis of social learning theory is simple: People learn by watching other people whom they believe as credible and knowledgeable.

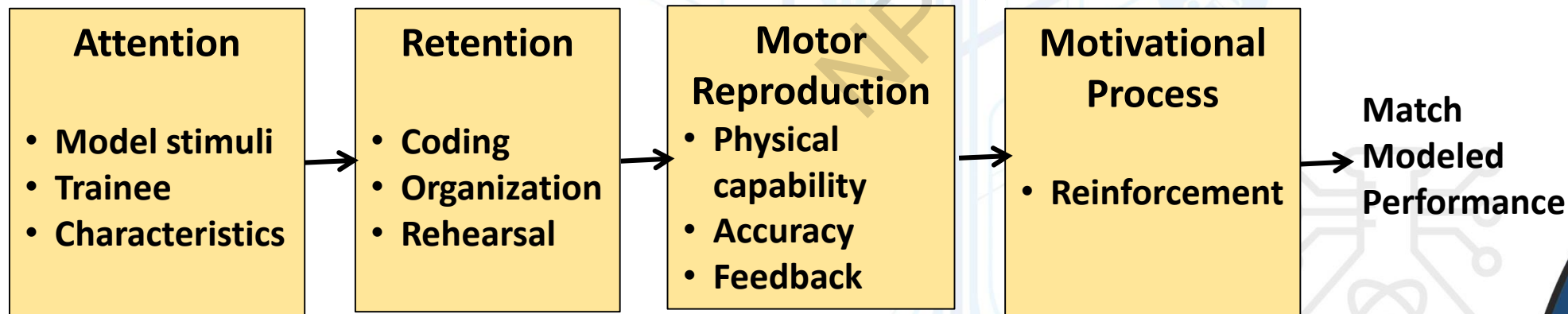
We can learn from anyone—teachers, parents, siblings, peers, co-workers, YouTube influencers, athletes, and even celebrities. This theory recognizes that behaviour which is reinforced or rewarded tends to be repeated.



Learning Theories

Process of Social Learning

Social learning theory suggests that four processes are involved in learning which are presented in the diagram:



Learning Theories

➤ Social Learning Theory

Attention: The individual needs to pay attention to the behavior and its consequences and form a mental representation of the behavior. For a behavior to be imitated, it has to grab our attention.

Retention: How well the behavior is remembered. The behavior may be noticed but is it not always remembered which obviously prevents imitation. It is important therefore that a memory of the behavior is formed to be performed later by the observer.

Learning Theories

➤ Social Learning Theory

Motor Reproduction: We are limited by our physical ability and for that reason, even if we wish to reproduce the behavior, we cannot. This influences our decisions whether to try and imitate it or not.

Motivational Process: The will to perform is the behavior. The rewards and punishment that follow a behavior will be considered by the observer. If the perceived rewards outweigh the perceived costs, then the behavior will be more likely to be imitated by the observer.



Learning Theories

➤ Goal Setting Theory

In simple words, goals indicate and give direction to an employee about what needs to be done and how much efforts are required to be put in.

The important features of goal-setting theory are as follows:

- The willingness to work towards attainment of goal is main source of job motivation.
- Specific and clear goals lead to greater output and better performance.
- Goals should be realistic and challenging
- Better and appropriate feedback of results directs the employee behaviour and contributes to higher performance.
- Employees' participation in goal is not always desirable

Learning Theories

➤ Needs Theory

A need is a deficiency that a person is experiencing at any point of time. A need motivates a person behave in a manner that satisfies the deficiency.

Abraham Maslow's Need Theory focuses on physiological needs and growth needs (self esteem, self actualization)

David McClelland's need theory focused on needs for achievement, affiliation and power.

Need theories suggest that to motivate learning, trainers should identify trainees' needs and communicate how training contents will fulfill those needs.



Learning Theories

Need Theories at a Glance

Need for Achievement

Self

Need for Power

Esteem

Need for Affiliation

Social

Safety

Physiological

McClelland

Abraham Maslow



Effectiveness of Team Leadership

➤ Expectancy Theory

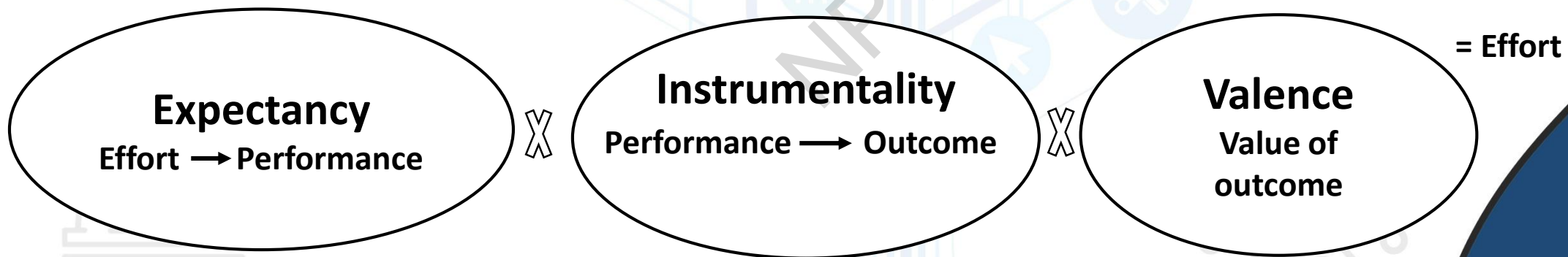


- Individuals must feel that if they try, they can perform,
- If they perform, they will be rewarded and
- When they are rewarded, the reward will be something they care about.

Effectiveness of Team Leadership

Expectancy Theory

According to this theory various choices of behaviour are evaluated according to their expectancy, instrumentality and valence as shown in the diagram below:



Effectiveness of Team Leadership

Expectancy Theory

From a training perspective, expectancy theory suggest that learning is most likely to occur when employees believe that they can learn the content of the program (expectancy).

Learning and transfer of training are enhanced when they are linked to outcomes such as better job performance, salary increase, peer recognition, employee value the outcomes (valence)



Effectiveness of Team Leadership

Adult Learning Theory

Adult learning (andragogy) is the practice of educating adults to develop their knowledge or skills. Adult learning theory contains five key assumptions about adult learners, and using the ideas put forth in this theory can help organizational management create more meaningful learning experiences for employees.



Effectiveness of Team Leadership

Principles of Adult Learning

Here are four principles of the andragogic (or andragogical) approach:

- ❖ Adults learn better from experience (even if they make mistakes).
- ❖ Adults favor a pragmatic approach and must be able to apply learning to solve a specific problem.
- ❖ Adults are most interested in learning things that have immediate relevance.
- ❖ Adults need to be involved in the planning and evaluation of their instruction.

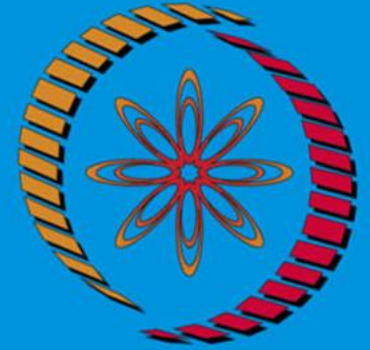


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CONCLUSION

This part of lecture session has given clear picture on the various theories of learning with an aim to make aware all learners about it and enhance their level of thinking and perception on all these aspects of learning theories.



**THANK
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TRAINING AND DEVELOPMENT

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Module 4:

Lecture 18 : Transfer of Training

TRAINING AND DEVELOPMENT

This lecture session will discuss on the concept and importance of transfer of training.

Introduction

Transfer of training, influence the learning of one skill has on the learning or performance of another. Historically, training interventions have rarely been successful in resolving job performance problems caused by factors other than lack of knowledge and skills. In some situations, learners acquire knowledge and skills during training only to find that they are not supported in using this new information in their work environment.

Once invested in training, the company must then ensure that the learners are supported on the job by their organizations, their work environment, their supervisors and their co-workers.



Defining Transfer of Training

“The carry-over of habits of thinking, feeling, or working of knowledge or of skills, from one learning area to another usually is referred to as the transfer of training.” (Crow and Crow)

“Person learns through transfer to the extent that the abilities acquired in one situation help in another.” (Sorrenson)

“Transfer is the application of carry over the knowledge’s, skills, habits, attitudes or other responses from the situation in which they are initially acquired to some other situation.” (W.B. Kolesnik)



Types of Transfer of Training

Transfer of training refers to trainees effectively and continually applying what they have learned in training to their jobs.

Training transfer is the realization of the investment – how training has affected the attendees: it will either be positive, negative or zero.

1. **Positive Transfer** – This is achieved when the attendees to training return to the workplace and perform better than they would have without the training.
2. **Negative Transfer** – This occurs training has a detrimental effect and results in training participants performing worse than they would have had they not gone to training at all.



Types of Transfer of Training

3. Zero Transfer – This occurs when the acquisition of a new skill or new knowledge has absolutely no effect in the workplace. The productivity or performance of the staff who attended training is neither enhanced nor hindered.

If the trainer was fun and interesting but resulted in a zero transfer, the company has just invested in a good entertainment session for its staff.



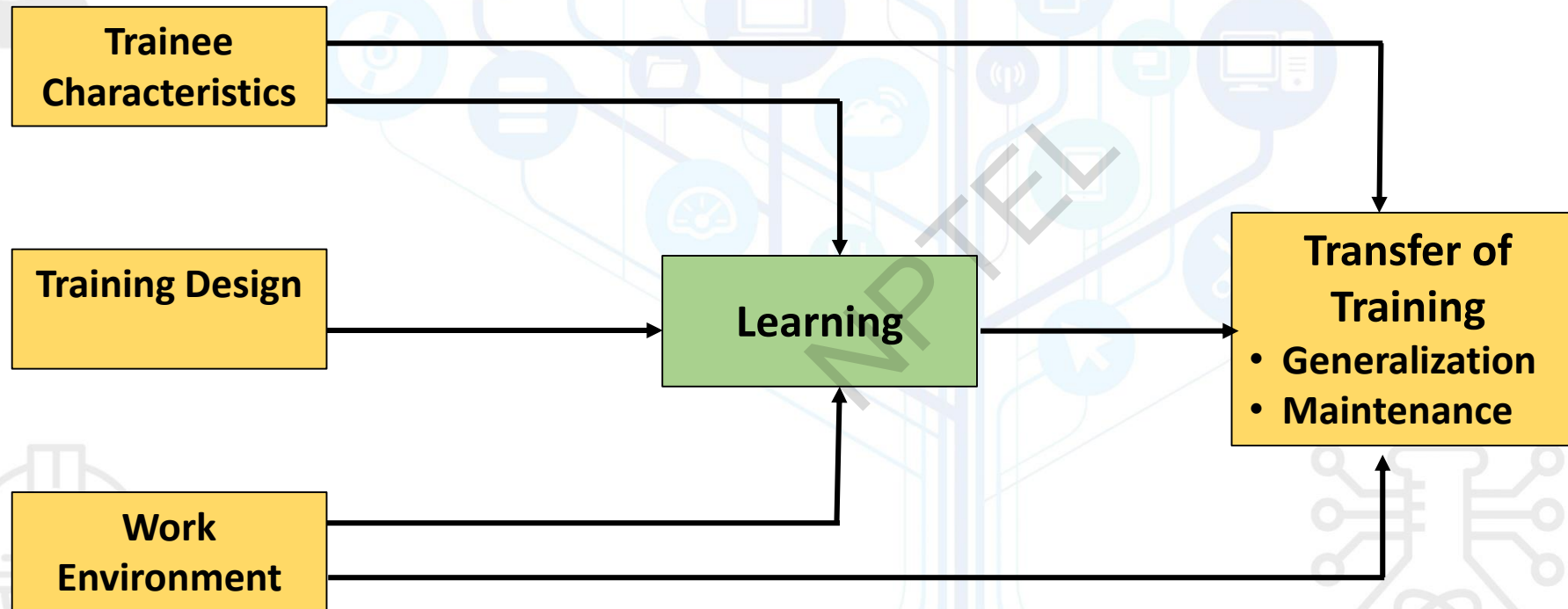
Certain Conditions of Transfer of Training

Irrespective of the training methods, certain conditions are important to have for learning to occur and employees to use what they have learned on their jobs:

- **It may be providing opportunities for trainees to practice and receive feedback,**
- **Offering meaningful training content,**
- **Trainees need to complete the programme successfully,**
- **Allowing trainees to learn through observation and experience.**
- **There should have work environment to support learning and use of skills on job**



Learning and Transfer of Training Model



Learning and Transfer of Training Model

Learning refers to the relatively permanent change in human capabilities that can include knowledge, skills, behaviours and competencies that are not the result of growth process.

The diagram on prepage refers that trainee characteristics, the design of the training programme and the work environment influence on whether trainees learn and use or apply what they have learned to their job.

The model shows transfer of training included both the generalization of training and maintenance of learning materials.

Learning and Transfer of Training Model

Generalization refers to the trainees ability to apply what they learned to on-job work problems and situations that are similar but not necessarily identical to those problems and situations encountered in the learning environment training to the job .

Maintenance refers to the process of training continuing to use what they learned over time.



Key Individuals Involved in Transfer of Training

The key individuals involved in this process include:

- **Supervisor:** responsible for monitoring and maintaining the quality of services and ensuring workers are properly supported in the work place. In this guide, "supervisor" refers to a learner's "in-charge" at the facility.
- **Trainers:** responsible for helping workers acquire the necessary knowledge and skills to perform well on the job.
- **Supportive worker:** responsible for the delivery of quality services. In this guide, "learners" is used throughout to refer to employees participating in learning interventions.
- **Co-worker:** responsible for supporting learners while they are engaged in training and as they apply new knowledge and skills at the work site.



Learning and Transfer of Training Model

Role of Supervisor

Supervisors of employees that complete trainings should work closely with newly trained employees to ensure they apply course content to their work. It is assumed that hours spent in a classroom learning a new skill can be lost without adequate follow-up at the worksite. Supervisors can support employees by:

- serving as coaches; and
- encouraging continued learning through sharing with peers; and
- holding employees accountable for using course material on the job.



Learning and Transfer of Training Model

Role of Trainer

Below are some examples of how to effectively coach a newly joined employee to success:

- Serve as a role model for newly acquired skills and behaviors.
- Provide immediate and constructive feedback when he/she tries new skills/behaviors.
- Point out what the employee does well before providing constructive criticism.
- Use mistakes as learning opportunities and specifically describe how to perform the new skill/behavior



Learning and Transfer of Training Model

Role of Supportive Workers

Newly trained employees are encouraged to ask their supervisor to provide them with hands-on opportunities so they can put their newly acquired knowledge into practice.



Importance of Training Transfer

The Importance of Training Transfer are as follows:

- It helps employees to enhance their skills, knowledge and the thinking ability.
- The capabilities of employee are enhanced to apply new skills and knowledge in their jobs.
- Encourages managers to support employees with more skills and techniques
- Employees are encouraged to make thoughtful review and reflection following the training
- Ensures that employers and employees reap the ;positive impact of the time spend in the training

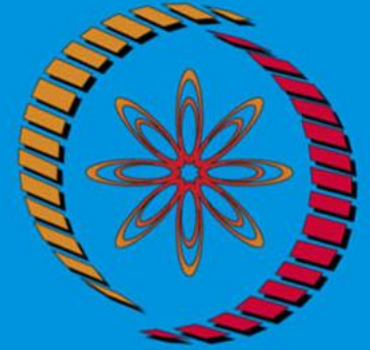


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CONCLUSION

This part of lecture session has given clear picture on the concept, types and importance of transfer of training which the learners can learn for their career development as well as for their better understanding of the issues.



**THANK
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TRAINING AND DEVELOPMENT

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Module 4:

Lecture 19 : Factors Affecting Transfer of Training

TRAINING AND DEVELOPMENT

This lecture session will discuss on different factors affecting the transfer of training.



Introduction

The main goal of training is to provide, obtain and improve the necessary skills in order to help organizations achieve their goals and create competitive advantage by adding value to their key resources including employees. Training plays vital role for transformation among employees.



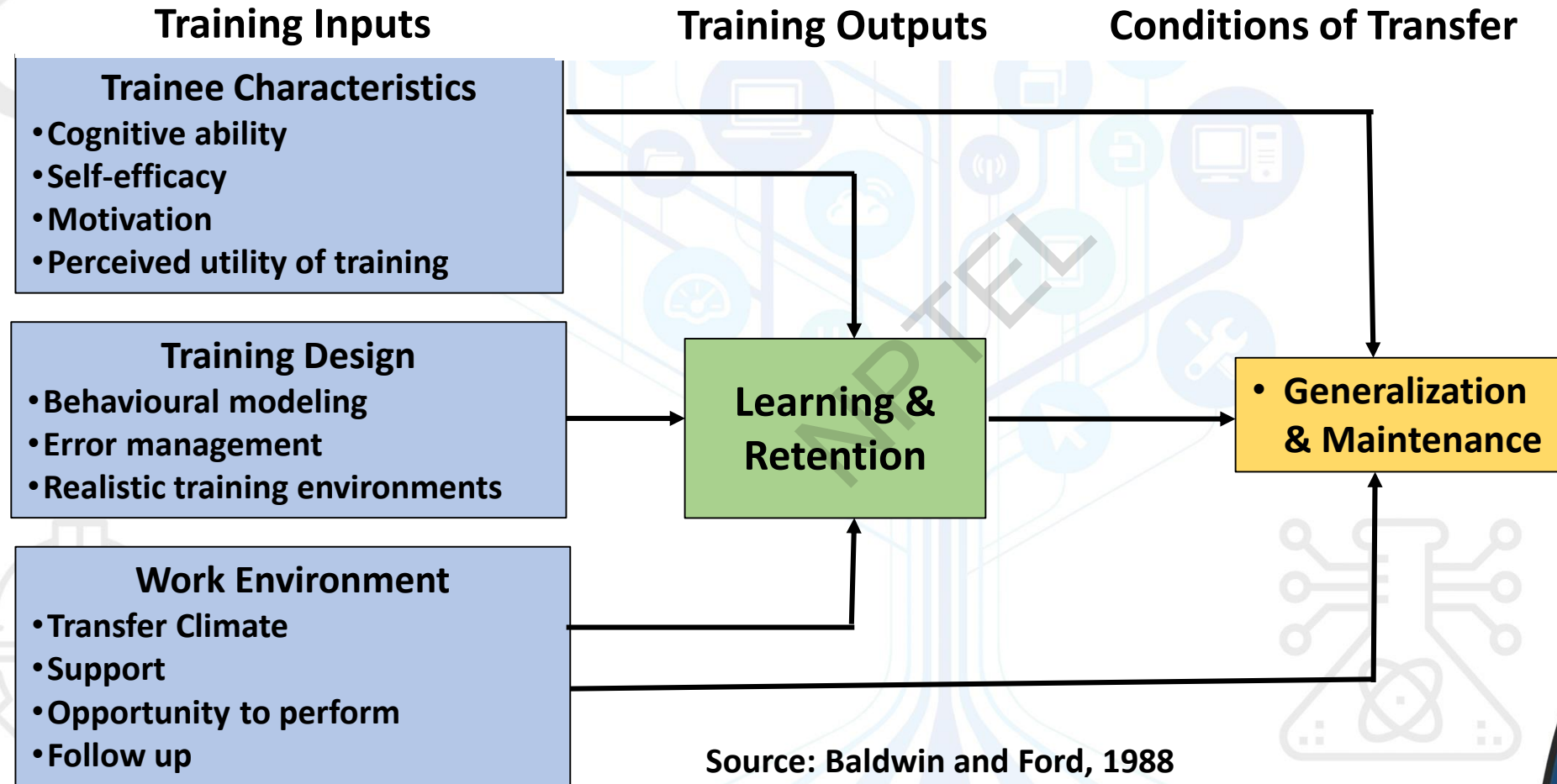
Factors Affecting Transfer of Training

The factors that influence the transfer of training are

- 1) The trainees' characteristics, such as cognitive ability and motivation to learn;
- 2) The training design, such as training content and instructional method; and
- 3) The work environment, such as supervisory and peer support, and organizational.

These may be learnt at a glance form the diagram in the next page.

Factors Affecting Transfer of Training



Source: Baldwin and Ford, 1988

Factors Affecting Transfer of Training

Trainee Characteristics

It is widely accepted that trainee characteristics play a powerful role in the transfer of training which may be understood from the following:

Cognitive ability

Trainees higher in cognitive ability have more success in processing, retaining, and generalizing trained skills

Self-efficacy

Trainees higher in self-efficacy have more confidence in their ability to learn and apply trained competencies, and are more likely to persist when performing difficult tasks.



Factors Affecting Transfer of Training

Trainee Characteristics (continued)

Motivation

Motivation refers to the processes that account for an individual's intensity, direction and persistence of effort toward attaining a goal. Transfer is facilitated when trainees are motivated to learn and transfer throughout the training process.

Perceived utility of training

Training has high utility or instrumentality when trainees perceive a clear link between required performance and outcomes that they value.



Factors Affecting Transfer of Training

Training Design

The design and delivery of training programs significantly impact learning and, ultimately, transfer outcomes which include the following:

Behavioural modeling:

Behavioral modeling facilitates transfer when both positive and negative models are used, and when opportunities to practice are provided.

Error management:

Error management promotes the transfer of training by allowing trainees to anticipate potential issues, providing them with knowledge of how to handle such problems, and highlighting the negative outcomes that can occur if training is not transferred



Factors Affecting Transfer of Training

Training Design (continued)

Realistic training environment:

Many organizations go as far as conducting on-the-job training, which takes place in the actual physical and social environment where the tasks being trained will be performed. Conducting training and practice in environments that resemble the workplace increases the likelihood that trained competencies will transfer.

Factors Affecting Transfer of Training

Work Environment

The work environment following training has a significant impact on transfer outcomes. It has impact as follows:

Transfer climate

Situational cues and consequences largely determine whether or not learned competencies are applied in the workplace.

Support

Both supervisor and peer support are critical for the transfer of training



Factors Affecting Transfer of Training

Work Environment (continued)

Opportunity to perform

For training to successfully transfer, trainees need the resources and opportunities to apply their new skills and abilities to the workplace.

Follow up

To facilitate transfer, the formal training period should be followed by additional learning opportunities (e.g. after action reviews, feedback, job aids).



Factors Affecting Transfer of Training

Learning and Retention

Learning and retention measures of trainee satisfaction remain as the most over-used affective means in the field of human resource development.

Learning and retention involve-

- Meaningful learning builds patterns of relationships in the learner's consciousness, which is one reason to conduct scenario-based training.
- Meaningful learning goes deep because it involves principles and concepts anchored in the student's own experiences
- In contrast, rote learning is superficial and is not easily retained



Factors Affecting Transfer of Training

Generalization and maintenance

Generalization

It involves being able to use knowledge or skills in a setting that is different from the one it was learned in. Because the setting is changing, generalization can be thought of as transfer across situations.

Maintenance

It involves being able to use knowledge and skills autonomously, as support systems are taken away. Because maintenance is about training, learners to apply what they've learned without help, and that takes time to develop, maintenance can be thought of as transfer across time



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CONCLUSION

This part of lecture session has given clear picture on the factors affecting transfer of training which will be useful learning to all learners.



**THANK
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TRAINING AND DEVELOPMENT

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Module 4:

Lecture 20 : Theories of Transfer of Training

TRAINING AND DEVELOPMENT

This lecture session will discuss on various theories of Training transfer.



Introduction

Transfer of training more likely when the trainees work on tasks during training that are very similar, if not identical to the work environment. Transfer of training is more difficult when tasks during training are different from the work environment, i.e., far transfer. There are three theories of transfer of training which have implication on training design.



Transfer of Training Theories

The main theories of training transfer are as follows:

- The theory of identical elements.
- The stimulus generalization.
- The cognitive theory of transfer.



Transfer of Training Theories

The table below shows the primary emphasis, conditions that is the most appropriate to consider and types of transfer of each transfer of training theory.

Theory	Emphasis	Appropriate conditions	Type of transfer
Identical Elements	Training environment is identical to work environment	Training focuses on closed skills. Work environment features are predictable and stable	Near

Transfer of Training Theories

Theory	Emphasis	Appropriate conditions	Type of transfer
Stimulus Generalization	General principles are applicable to many different work situations	Training focuses on open skills. Work environment is unpredictable and highly variable	Far
Cognitive Theory	Meaningful materials coding schemes enhance storage and recall of training content	All types of training and environment	Near and far



Transfer of Training Theories

The Theory of Identical Elements:

The theory proposes that transfer of training occurs when what is being learnt in the training session is identical to what the trainees have to perform on the job.

Transfer will be maximized to the degree that the tasks, materials, equipment and other characteristics of learning environment are similar to those encountered in the work environment.



Transfer of Training Theories

Application of the Theory of Identical Elements

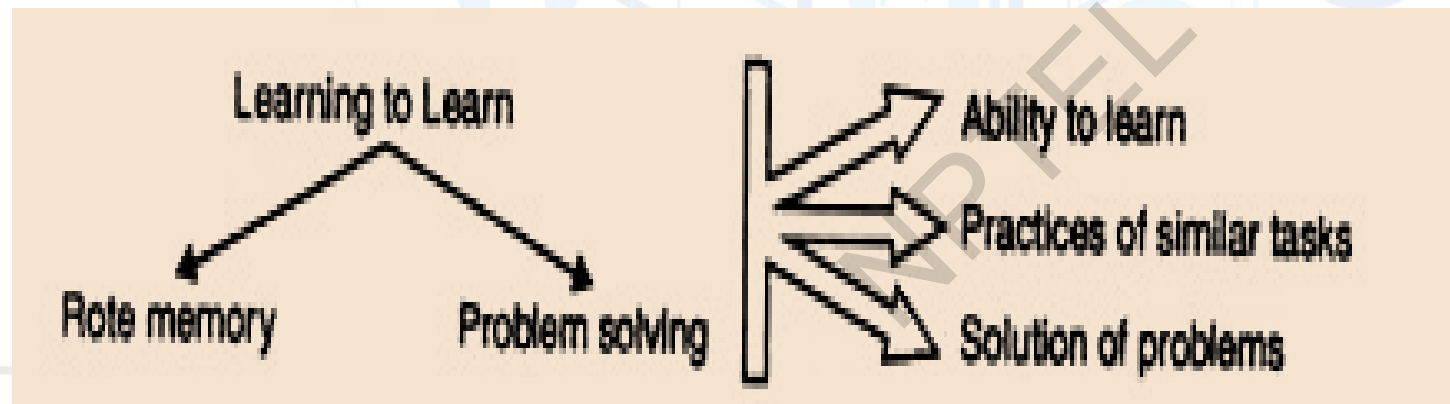
The theory has been applied to many training programmes particularly those who deal with the use of equipment or that involve specific procedures that must be learned. This theory is particularly relevant in making sure that near transfer is occurred. Near transfer refers to trainees' ability to apply learned capabilities exactly to the work situation.

This theory does not encourage transfer where the learning environment and the training environment are not necessarily identical.



Transfer of Training Theories

Application of the Theory of Identical Elements



Transfer of Training Theories

Stimulus Generalization Approach

This theory emphasizes **far transfer**. Far transfer refers to the trainees' ability to apply learned capabilities to the work environment, even though the work environment is not identical to that of the training session.

This approach can be seen in the design of some skill training programmes, which are based on social learning theory.



Transfer of Training Theories

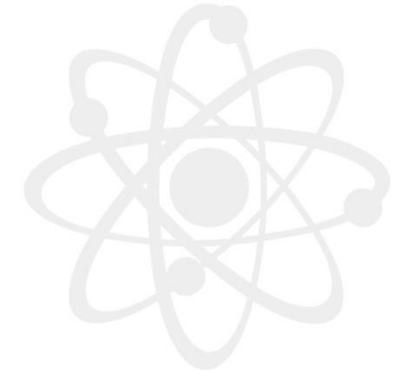
Application of Stimulus Generalization Approach

This theory emphasizes on **key behaviours** that can be used successfully in a wide variety of situations. The model demonstrates these key behaviours in a video, and trainees have opportunities to practice them.

In developing effective interpersonal skill training programme, is to identify key behaviours that are needed to be successful in a situation.



Transfer of Training Theories



Cognitive Theory of Transfer

This theory is based on the information processing theory of learning where storage and retrieval of information are key aspects.

The likelihood of training transfer depends on the trainees' ability to retrieve learned capabilities. It suggests that the likelihood of transfer is increased by providing trainees with meaningful materials that enhances the chances that they will link what they encounter in the work environment to the learned capability.



Transfer of Training Theories

Cognitive Theory of Transfer

This theory is based on the assumptions that focus on

individual's mental models

individual's retention of information

individual's comprehension



Transfer of Training Theories

Components of Cognitive Theory of Transfer

Comprehension
To understand why
learning a specific
subject

Memory deep
understanding of
new knowledge
with previous
experience

Application of new
information and
skills
To develop problem
solving skills

Transfer of Training Theories

Application of Cognitive Theory of Transfer

The influence of this theory is seen in training design that encourages trainees, as part of the programme to consider potential applications of the training content to their jobs.

Many training programmes include a work problem or situation identified by trainees and discuss the potential application of training content.



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CONCLUSION

This part of lecture session has given clear picture on the theories of training transfer and their application in various job situation and environments. These are very helpful learnings to all learners.



**THANK
YOU !**